

**Texas Education Agency
Standard Application System (SAS)**

Washington 2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2014 MAY 20 PM 2:12</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Big Spring ISD	Vendor ID # 114901	Mailing address line 1 708 E. 11 th Place	
Mailing address line 2	City Big Spring	State TX	Zip Code 79720
County- District #	Campus number and name 114901 113 Washington Elementary	ESC Region # XVIII	US Congressional District # 19
			DUNS # 056393051

Primary Contact

First name Heidi	M.I. L	Last name Wagner	Title Director of School Improvement
Telephone # (432) 264-3600	Email address h.wagner@bsisd.esc18.net		FAX # (432) 264-3646

Secondary Contact

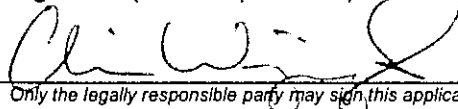
First name Charlie	M.I. C	Last name Crisp	Title Principal
Telephone # (432) 264-4126	Email address c.crisp@bsisd.esc18.net		FAX # (432) 264-3646

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Johnny	M.I. C	Last name Wigington	Title Superintendent
Telephone # (432) 264-3600	Email address cwigington@bsisd.esc18.net		FAX # (432) 264-3646
Signature (blue ink preferred)			Date signed



5/20/14

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I, or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus must implement all of the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal, and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent, and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement all of the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model.</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—</p> <ol style="list-style-type: none"> 1. take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. are designed and developed with teacher and principal involvement. <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;.</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies</p> <p>(A) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools</p> <p>(A) establish schedules and strategies that provide increased learning time; and</p> <p>(B) provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support</p> <p>(A) give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvement in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assess progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model, agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested:</p> <ul style="list-style-type: none"> A. Number of minutes within the school year B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes (high schools only) D. College enrollment rates (high schools only) E. Teacher attendance rate F. Student attendance rate G. Student completion rate H. Student drop-out rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings

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Schedule #4—Request for Amendment

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Big Spring Independent School District is submitting this Texas Title I Priority Schools Application in order to provide support for the staff of Washington Elementary to implement the Transformation Model strategies for school improvement.

Summary of Grant

Big Spring, Texas is located on Interstate 20 halfway between Abilene and Midland where the land dramatically drops off the Caprock escarpment onto the Edwards Plateau of West Texas. And yes, even though the name is often pluralized, it is officially singular.

Driving through Big Spring, a passerby might think it is a typical, small West Texas town; however, they would be both right and wrong. Big Spring is typical in that it was founded for the oil below the land and the water above ground for cattle. The community has approximately 27,000 residents, and like many West and South Texas towns today, it too is struggling with the rapid growth brought on by gas well fracking and resurgence in oil exploration. This boom has brought thousands of new residents from points all across North America to work in the industry and community businesses, as well. Atypical about this community is the amount and type of Government enterprise located here. Big Spring's largest employers, apart from the school district with 608 employees, are the Big Spring State Psychiatric Hospital (600 employees), Big Spring Correctional Center (550 employees), and VA Hospital (426 employees). Other Government enterprises located in the city are Lamun-Lusk-Sanchez Texas State Veterans Home (160 employees) and the Federal Bureau of Prisons' Federal Correctional Institution (219 employees). In aggregate, this community is supported by education, oil/gas medical services prisons, and all of which create unique challenges for Big Spring ISD.

Big Spring ISD was founded in 1902 with a start-up staff of five teachers and a superintendent. Over the years, the district has taken on many challenges. Historically, in the 1930's and 1940's, the community/district grew overnight by close to 200% as World War II brought an air base and VA hospital to town. In 1955, Big Spring ISD was the first public school system in Texas to integrate, and in the 1960's it grew again by almost 80%. With a loss of the air base in the 1970s, the community diminished in population. Today, the school district is facing another challenge, that of rapidly turning around the academic performance of the district. In 2011, the Texas Accountability System rated the district "Academically Unacceptable (AU)" as were the high school, junior high, and four of the five elementary campuses. In 2013, the academic challenges for the district continue. The district rating is Improvement Required and the status is Accredited Warned. Of the seven campuses, only the high school met standard leaving six campuses rated Improvement Required, two Focus campuses, and three identified as Priority Schools. Washington Elementary is one of the three.

Washington Elementary served 571 students in 2012-2013 and currently serves 576 students in grades K-5. There were 27 teachers on staff last year and 30 this year. The principal was a first-year principal when placed at the school a year and half ago. The campus is a Title I school and has not met AYP standards for four years. Student attendance last year was 94.7% and the student mobility was 23.9%. The student population is 57.4% Hispanic, 34.3% White, 2% African American, and 0.5% Asian.

The campus has not been successful in moving their students' academic performance. In the spring of 2012, only 60% of the students met or exceeded Phase-In 1 Level II standard in Reading compared to the State's 79%. In the spring of 2013, Washington's percentage was only 54%. Mathematics results are similar. In 2012, Washington had 51% and in 2013, dropped to 46%. The campus missed both Index 1 with a score of 47 (332 points out of 707) and missed Index 3 a score of 36 (286 pts out of 800). The campus just made Index 2 with a score of 30 (362 pts out of 1200). While the campus has a majority population of Hispanic students only 2.1% (12 students) are identified as English Language Learners of which 11 received ESL support.

During the process of studying the various data points the campus had collected, the staff identified five priority areas of need that must be addressed if the campus is to be successful in maximizing the academic performance of each and every Washington Elementary student.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- **1st Priority Need** – The campus staff needs to institutionalize a process to collect, analyze, and use quality data to create **highly effective plans to reach school improvement targets**, monitor progress toward reaching the targets, and enhance effectiveness of the plan's activities.
- **2nd Priority Need** – The campus needs to increase staff members' proficiency in the regular use of information from formative assessments to plan **high quality classroom instruction**, design re-teaching strategies, and develop intervention plans for individual students needing acceleration.
- **3rd Priority Need** – The campus needs to **recruit, grow, and retain quality staff**.
- **4th Priority Need** – The campus needs to utilize a **consistent reading, writing, and vocabulary development process** to ensure all students achieve academic success.
- **5th Priority Need** – The campus needs to put a system in place to address the **high student mobility and poor attendance**.

In researching the school improvement models, the LEA determined that the components of the Transformation Model addressed all five priority needs and used an approach that would 1) rapidly bring about dramatic improvement in classroom instruction through more skillful use of data, 2) focus the campus's plans for improvement on high yield instructional practices, and 3) rapidly impact the social, emotional, and academic needs of Washington's students. In brief, the staff's plans for implementing the four Transformation strategies are as follows:

- **Develop and increase teacher and school leader effectiveness.** This requirement will be an integral part of addressing all five needs. This year, the district initiated major professional development initiatives to increase academic performance. In this application is funds that will be used to provide job-embedded, follow-up assistance to ensure quality implementation of this year's workshop trainings (Jensen's Teaching Kids in Poverty and Engagement, The Effective Campus Leadership Team, Professional Learning Community Program, and Positive Behavior Support). The grant also requests funds for initial training with follow-up assistance included to enhance staff's effectiveness (Leadership Coaching for the principal, Transforming Classroom Practice for the Campus Leadership Team, Lead4Ward for staff). The staff requests funds to provide opportunities for staff to pursue additional coaching and professional development opportunities.
- **Provide comprehensive instructional reform.** The district has provided training (Balanced Literacy, Mathematics Instruction, and Lead Your School observation protocol) to enhance classroom instruction. In addition to providing funding to provide job embedded follow-up assistance on these three trainings, the grant includes an initiative during the second year to have the Campus Leadership Team participate in a study of effective instructional practices and ways to use modeling and coaching to help staff integrate new strategies into their work.
- **Increase in learning time and creating a community-oriented school.** Receipt of funding through this grant is critical to addressing the lowering of barriers created by student mobility and poor attendance. This component of the Transformation Model will have a tremendous impact at Washington by making it possible to have a staff member dedicated to working with parents and the community. Specifically, the parent liaison will work with parents to enhance communications, parenting skills, continued education, volunteerism, receipt of social services, etc. A second major request is for funding is to provide extended learning time for all students with a focus on enrichment programs throughout the school year as well as a "jump start" session prior to the start of each school year. Other activities included in the grant are the establishment of a parent room and lending library and conducting a safety survey to solicit information from parents and staff to identify concerns.
- **Offer operational flexibility and sustained support.** The administrative team at central office is committed to the success of Washington Elementary and, as such, understands that Washington has unique needs and will require unique solutions. They understand that successful implementation of grants depends not only on the campus's dedication to the work, but also of the central office's commitment to expedite decisions and actions needed by the campus. By submitting this grant application, the district is making a strong commitment to improve student achievement and demonstrating faith in the commitment of Washington Elementary to dramatically improve student performance for all students through the use of the Transformation Model.

Big Spring ISD and Washington Elementary have a strong sense of urgency to improve the academic performance of every student and are anxious to accelerate the work that is already underway with receipt of this grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 114901	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$580,160	\$0	\$580,160	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$156,900	\$0	\$156,900	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$77,605	\$0	\$77,605	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$71,130	\$0	\$71,130	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0
Total direct costs:			\$885,795	\$0	\$885,795	\$0
2.392% indirect costs (see note):			N/A	\$21,188	\$21,188	\$0
Grand total of budgeted costs (add all entries in each column):			\$885,795	\$21,188	*\$906,983	\$0

Administrative Cost Calculation

Enter the total grant amount requested:	\$906,983
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$45,349

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$259,927	\$323,777	\$323,279	*\$906,983

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 114901		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$0	\$
2	Educational aide			\$0	\$
3	Tutor			\$0	\$
Program Management and Administration					
4	Project director			\$0	\$
5	Project coordinator			\$0	\$
6	Teacher facilitator			\$0	\$
7	Teacher supervisor			\$0	\$
8	Secretary/administrative assistant			\$0	\$
9	Data entry clerk			\$0	\$
10	Grant accountant/bookkeeper			\$0	\$
11	Evaluator/evaluation specialist			\$0	\$
Auxiliary					
12	Counselor			\$0	\$
13	Social worker			\$0	\$
14	Community liaison/parent coordinator		.05	\$52,500	\$0
Other Employee Positions					
21	Instruction Facilitators (Function 13-campus based)		1 FTE	\$178,600	\$0
22	Part-Time Mentors for New Hires (Hourly)		0.25	\$36,000	\$0
23	Title			\$0	\$0
24	Subtotal employee costs:			\$267,100	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$12,960	\$0
26	6119	Professional staff extra-duty pay		\$254,800	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$45,300	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$313,060	\$0
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$580,160	\$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$9,000	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$9,000	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Program Evaluator of Grant ESC XVIII	<input type="checkbox"/>	\$5,000	\$0
2	Additional Job Embedded Support/Training for Eric Jensen	<input type="checkbox"/>	\$9,000	\$0
3	Additional Job Embedded Support/Training for PBIS	<input type="checkbox"/>	\$9,000	\$0
4	Additional Job Embedded Support/Training for Campus Leadership Team	<input type="checkbox"/>	\$9,000	\$0
5	Additional Job Embedded Support/Training for Vocabulary Development	<input type="checkbox"/>	\$9,000	\$0
6	Safety Survey with ESC XVIII	<input type="checkbox"/>	\$5,000	\$0
7	Transforming Classroom Practice Trainer	<input type="checkbox"/>	\$4,000	\$0
8	Childcare for Saturday Workshops	<input type="checkbox"/>	\$3,600	\$0
9	Extended Day Instructors	<input type="checkbox"/>	\$2,400	\$0
10	Childcare for Campus Planning Event	<input type="checkbox"/>	\$6,000	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$62,000	\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Communities in Schools Permian Basin (Midland)		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:Manage the 3 rd year expansion of Extended Day Program			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs:16,000 # of positions: 2	\$16,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0
	Contractor's supplies and materials	\$0	\$0
	Contractor's other operating costs	\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
Total budget:		\$16,000	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 114901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Campus Planning Event		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Trainers for the Campus Planning Event.		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:\$17,400	# of positions: 4	\$17,400
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$17,400	\$0
3	Specify topic/purpose/service: Balanced Literacy		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Additional job-embedded support		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:22,500	# of positions: 2	\$22,500
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$22,500	\$0
4	Specify topic/purpose/service: Leadership Coaching		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Work with campus administrators to become stronger instructional leaders.		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:30,000	# of positions: 4	\$30,000
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$30,000	\$0
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 114901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$85,900	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$9,000	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$62,000	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$85,900	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) 3-Year Grand total		\$156,900	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 114901					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Computer	Parent Liaison	2	\$1,500	\$3,200	\$0
	2	Printer	Parent Liaison	1	\$700		
	3	Mobile Projector	Parent Liaison	1	\$1,000		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$3,200	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$74,405	\$0
3-Year Grand total:						\$77,605	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 114901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$5,616	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$5,616	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$65,514	\$0
3-Year Grand total:		\$71,130	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 114901		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$0	\$0	\$0
3			\$0	\$0	\$0
4			\$0	\$0	\$0
5			\$0	\$0	\$0
6			\$0	\$0	\$0
7			\$0	\$0	\$0
8			\$0	\$0	\$0
9			\$0	\$0	\$0
10			\$0	\$0	\$0
11			\$0	\$0	\$0
66XX/15XX—Technology software, capitalized					
12			\$0	\$0	\$0
13			\$0	\$0	\$0
14			\$0	\$0	\$0
15			\$0	\$0	\$0
16			\$0	\$0	\$0
17			\$0	\$0	\$0
18			\$0	\$0	\$0
66XX/15XX—Equipment, furniture, or vehicles					
19			\$0	\$0	\$0
20			\$0	\$0	\$0
21			\$0	\$0	\$0
22			\$0	\$0	\$0
23			\$0	\$0	\$0
24			\$0	\$0	\$0
25			\$0	\$0	\$0
26			\$0	\$0	\$0
27			\$0	\$0	\$0
28			\$0	\$0	\$0
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
3-Year Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	24	4.2%	Attendance rate	94.7%
Hispanic	328	57.4%	Annual dropout rate (Gr 9-12)	DNA
White	196	34.3%	Annual graduation rate (Gr 9-12)	DNA
Asian	3	0.5%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	54%
Economically disadvantaged	380	66.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	54%
Limited English proficient (LEP)	12	2.1%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	1	0.2%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

- Attendance: Student attendance was 94.7% (compared to state's 95.9%); Analysis of the data shows that lowest attendance rate was in Grades K.
- Mobility: Student mobility was 23.9% (compared to state's 17.9%);
- The achievement gap between the two largest. The student groups in Reading last year was 45% Hispanic compared to 70% White. In Math it was Hispanic 37% compared to 64%.
- In the summer of 2012, the district changed school boundaries, and as a result, Washington received large number of new students and staff from two different elementary campuses in the district.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	3.6%	No degree	0	%
Hispanic	2.4	16.3%	Bachelor's degree	33	100%
White	24.4	87.8%	Master's degree	0	%
Asian	0	0%	Doctorate	0	%
1-5 years exp.	10.4	37.3%	Avg. salary, 1-5 years exp.	\$37,731	N/A
6-10 years exp.	6.0	21.6%	Avg. salary, 6-10 years exp.	\$40,658	N/A
11-20 years exp.	5.4	19.5%	Avg. salary, 11-20 years exp.	\$49,820	N/A
Over 20 years exp.	3.0	10.8%	Avg. salary, over 20 years exp.	\$52,794	N/A

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On this date:

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	95	91	98	70	98	113	0	0	0	0	0	0	0	571
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	95	91	98	70	98	113	0	0	0	0	0	0	0	571

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	4	4	4	4	6	4	0	0	0	0	0	0	0	28
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	4	4	4	4	6	4	0	0	0	0	0	0	0	28

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On this date:

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Schedule #13—Needs Assessment

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Washington Elementary has utilized their Campus Leadership Team to conduct their needs assessment. Big Spring ISD central office staff and the Professional Service Provider offered guidance to the principals regarding how the Campus Leadership Team should conduct data analysis and needs assessment in preparation for developing a Campus Improvement Plan.

This year, the District also provided guidance to the principal at Washington, as well as other Priority campuses, regarding the process for working with the Campus Leadership Team, Professional Service Provider, and District Coordinator of School Improvement to complete and submit the TEA Targeted Improvement Plan to the Texas Education Agency. This process includes developing a Data Summary, Needs Assessment Summary, Improvement Plan to address the top identified needs, and a Corrective Action Plan or Restructuring Plan if required. During the year, the plan is monitored quarterly by the Campus Leadership Team and a report is submitted to the Agency.

Big Spring ISD worked with staff on implementing Professional Learning Communities. The elementary campuses utilize two types of Professional Learning Teams, and each staff member serves on one of each type. There are Professional Learning Teams consisting of staff members that work in the same grade level. The other type of Professional Learning Team consists of staff members that work in the same content area. Each of these teams meet three weeks after the checkpoint data has been gathered with the principal in attendance as the instructional leader of the campus. Washington Elementary implemented these teams with the intent of having the members 1) analyze the data from the three week checkpoints and district benchmarks (formative assessments), 2) identify instructional needs, and 3) develop specific plans to enhance classroom instruction and individual student interventions. The implementation was strong during the first and second six weeks but was less effective over the remaining six weeks. This grant will provide job-embedded support throughout the year to these teams to become more effective in this processes.

How Needs are Prioritized:

Five Types of Data Sources (collected and reviewed by some or all of the staff)

1. Academic Progress
 - a. STARR Pearson Data (summative assessment)
 - b. TEA Accountability Report and School Report Card (summative)
 - c. Three week district checkpoints and district benchmarks (formative assessment)
 - d. Quarterly information report
 - e. PSP report
2. Instructional Program
 - a. PowerWalk data by six weeks (classroom observation data)
 - b. Lead4Ward Survey Summary (completed in February by teachers regarding implementation of vocabulary development program)
 - c. PSP report
 - d. PLC minutes
3. School Leader Effectiveness
 - a. District's principal evaluations
 - b. PowerWalk Summary
 - c. Informal conversations with consultant Lesa Cain, Lead Your School
4. Teacher Effectiveness
 - a. PowerWalk (formative)
 - b. District's checkpoints and benchmarks (formative)
 - c. District's teacher evaluations (summative)

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- d. Infrastructure/School processes
- e. Teacher and student attendance/tardies
- f. Student mobility
- g. Discipline records

Participants Meet to Review and Determine Priority Needs:

The Campus Leadership Team members include the principal, five teacher representatives, Professional Service Provider, and District Coordinator of School Improvement. This year, the Campus Leadership Team used the 10-5-5 method to assist in determining which of the needs would become the campus's top priorities.

There are two types of PLC teams and each staff member serves one of each type. There are PLC teams consisting of staff that works in the same grade level. The other type of PLC team consists of staff that works in the same content area. These teams meet every three weeks after the checkpoint data has been gathered. They analyze the data and discuss what to do in response to their findings.

Result of Needs Assessment Conducted by Washington Elementary, Spring 2014

The five priority needs identified by the Washington Campus Leadership Team are listed in the next schedule of this application. The team's top priority is to strengthen their Needs Assessment process. A crucial finding was the need to include the entire staff involved in the process in order fully implement an improvement plan. They also found that having the right data and taking the time to critically study the findings to make determinations regarding what you still need to know are critical to the success of any plan that is designed. Finally, they found that monitoring the plan using quality data is crucial to sustaining the activities that are most effective, as well as revising or vetting those that are not. Upon review of the grant options, the Transformation Model was viewed as having the best strategies to enhance this work. The activities in this grant are designed to increase the entire staff's capabilities to do this essential work as a team.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The campus staff needs to institutionalize a process to collect, analyze, and use quality data to create highly effective plans for reaching school improvement targets, monitor progress toward reaching the targets, and enhance effectiveness of the plan's activities.	This grant will provide the job-embedded, follow-up guidance, and coaching needed by the Campus Leadership Team, Professional Learning Teams, and the entire staff to use data to make quality decisions regarding school improvement. Trainers will be brought back to Washington Elementary to observe, coach, re-teach, and motivate the teams to fully implement the planning process with integrity. In addition, the grant will provide leaders on the campus (both administrators and teachers) with a Leadership Coach. The focus of the coaching will be to increase skills with emphasis on bringing teams through the change process. Perhaps the biggest change will be the opportunity to take the entire staff through a Campus Planning Event each year. Designed by the School Improvement Resource Center (SIRC), this hands-on work session involves all staff members looking at their data and ends with the staff framing a plan of action and making a compact to go about transforming their school. Region 18, along with members of the Washington staff, will lead the event.
2.	The campus needs to increase staff member's proficiency in the regular use of information from formative assessments to plan high quality classroom instruction , design re-teaching strategies, and develop intervention plans for individual students needing acceleration.	The key difference between this need and the first is the focus on the classroom. This support provided will ensure each teacher has a solid understanding of what the district's formative assessments measure and how to use the findings from the assessments to improve their instruction so that each student can make significant progress in his or her learning. The grant on year two provides the campus administrators, along with lead teachers, an opportunity to work together to increase their effectiveness at coaching and guiding teachers to become exemplary at their craft. Transforming Classroom Practice is an on-campus study of the research on effective teaching practices and phase two leads the participants to practice coaching fellow teachers to transform their practices. It too was developed by SIRC.
3.	The campus needs to recruit, grow, and retain quality staff .	In addition to a new principal, Washington has 15 new teachers. The grant will support several initiatives to attempt retention of staff. First retired master teachers will serve as mentors and provide a "life-line" to all new hires. These mentors will provide guidance and motivation in areas such as classroom management, lesson planning, campus/district procedures, and more. In addition, there are funds for rewards such as a three year 'stay at Washington' incentive pay and a reward for those staff members who invest time, effort, and expertise to improve student achievement.
4.	The campus needs to utilize a consistent reading, writing, and vocabulary development process to ensure all students achieve academic success.	Through the grant, additional follow-up will be provided to ensure each teacher understands and can implement the district's Balanced Literacy and writing programs, as well as the vocabulary development protocol. This will benefit the campuses ELL population and the relatively new teaching staff that have limited experience teaching young readers. The follow-up will confirm that all teachers fully understand 1) the non-negotiable of "what" is to be taught (the district's curriculum), 2) what the state tests, and 3) how it is tested.
5.	The campus needs to put a system in place to address the high student mobility rate and poor attendance .	A quarter of Washington's students will not attend classes for 180 days of instruction either because the family is moving in or out of the attendance boundaries or the child is staying home. The grant will provide a part-time parent liaison to create a paradigm shift in parents' attitude toward the importance of staying in a school and coming to school each day. Also involved will be the development of an extensive parent program and an extended day program.

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Schedule #14—Management Plan

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The newly hired Director of School Improvement also serves as the DSCI for the campus. This person has over 23 years in education working at the campus, district, state, and national level. She has worked extensively with low performing schools and districts in the state. She is familiar with the Texas Accountability Intervention System and understands systems of reform. She has a Master's in Education and a passion for the field. As the DCSI, she will be the LEA Grant Team lead, working closely with other central office staff to ensure operational flexibility while supporting and monitoring Washington Elementary's successful implementation of the grant. (Needs # 1-5)
2.	Principal	The campus principal has 18 years in education and has experience at both the elementary, junior high, and high school level. He has a Master's in Education has served as an assistant principal at the elementary, junior high, and high school level. He was a junior high principal for three quarters of a year and this is his first elementary principal position. He is a dynamic individual dedicated to doing what it takes to turn around his campus. The principal will be on lead in the day-to-day successful implementation and monitoring of the plan for transforming student performance.
3.	Curriculum Director	The curriculum director has a master's degree in curriculum and desire to evaluate and improve the curriculum, instruction, and assessment procedures in Big Spring ISD and at Washington Elementary. With the support of five other curriculum staff members, this team will work closely with the campus to ensure support to the campus in implementing all aspects of the grant with special focus on providing guidance and resources regarding the district's curriculum scope and sequence. (Needs # 1, 2, 4)
4.	Region 18 Education Service Center (ESC)	Region 18 ESC is one of 20 Education Service Centers that serve Texas education needs. Their relationship with local education agencies is one of collaboration and support. They work closely with TEA to disseminate information, conduct training, and provide consultant support. Big Spring ISD is one of 39 school districts served by Region 18 ESC. Region 18 will have several major roles in supporting Washington and Big Spring ISD in implementing the grant. (Needs # 1,2,4)
5.	Lead Your School Staff	The Lead Your School team is comprised of Sean and Lesa Cain, both former successful campus administrators with extensive experience in working with school districts in the design and implementation of improvement initiatives. Sean served as the state director of the Texas High School Innovative Redesign Project. He is the co-author of the best-selling book, <i>The Fundamental 5</i> . Lesa was selected by her peers as Principal of the Year two times. She supports student achievement through her ability to stay focused on the mission of the organization and her passion for impacting the future through strong public education. Lead Your School will focus on transforming classroom instructional practices. (Need # 2)
6.	Eric Jensen	Eric Jensen is a lifelong teacher with a love of learning. He is the author of <i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement</i> , a book that describes key issues in the academic achievement of economically disadvantaged students. Jensen has trained educators for over 25 years. He is the lead translator in the world of neuroscience into education. Jensen's work will focus on increasing student engagement in the classroom and school climate. (Need # 2)
7.	Lead4Ward	Lead4Ward is comprised of a group of dynamic, life-long educators with a passion for helping leaders and teachers meet the challenge of designing and implementing learning systems to meet ever-increasing standards for students. The company was founded by Ervin Knezek, Ed.D. who has inspired and motivated educators throughout Texas. Lead4Ward's staff designs tools, webinars, and trainings to assist leaders in making the data in all content areas meaningful. Lead4Ward will focus on enhancing the use of data to impact school improvement. (Need # 1 with special focus on work with the Campus Leadership Team and PLC teams, Needs # 1, 2)

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

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Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quality external providers are essential to the plan laid out in this TTIPS grant as it will take multiple, talented players to assist in turning this low performing campus into a high achieving one.

Selection of Providers:

Prior to the selection of providers, relevant staff met to review multiple data points to determine the priority campus needs for the coming years. Once the needs were identified, the team examined the data regarding current initiatives to determine how well they were working. Constantly changing initiatives has been a track record in the district and have made it almost impossible to get quality implementation. Under the district's new leadership, the district and campuses have determined, when possible, to keep using what was working but always work to make it even more effective.

Like several other campuses in the district, this past year Washington Elementary was part of the initial training with Lead Your School. The training initiated a process to collect quality data on teachers' use of instructional strategies and have teachers use that data to increase the use of higher yield strategies. While the district evidence from Lead Your School's work showed success at several campuses, it was not as dramatic at Washington. After reviewing the data, holding discussions with the provider, and conducting a survey of staff, it was determined that Washington needed more job-embedded follow-up due to the large number of limited experience teachers and administrators on the staff. This grant application for Washington is requesting funding for Lead Your School to provide additional job-embedded, ongoing support to have a major impact on the quality of classroom instruction.

When searching for external providers who have not previously worked in the district, a thorough recruitment and selection process based on campus-identified needs will be conducted. To find possible providers, the district will call Region 18 to explore services they provide and ask for recommendations on other providers. The district is also fortunate to have several staff members who have worked across the state and have contacts who provide recommendations. An example of another way providers are found, Lead Your School was discovered when a campus team heard a presentation at the AIE conference and talked with other school districts that had experience with their work.

Once recommendations are gathered, calls are made to the various recommended providers and proposals are requested. If a formal Request for Proposals is needed, one will be advertised. If the district is seeking individuals rather than a company to provide services and (i.e. Leadership Coaches) to provide coaching for principals, a job description detailing the positions, listing the qualities and characteristics essential to fulfil the roles, and listing specific responsibilities of these roles will be advertised. An interview panel will be selected to include the DCSI and campus principal with predetermined set of interview questions that will ensure a thorough understanding of the ability of the applicant to be successful in ensuring the specifics of the grant. When available, data to support improvement effort capabilities will be reviewed. Once the preferred candidates are selected, reference checks will be conducted with the appropriate documentation kept on file. Once candidates are hired, the team will establish milestones and objectives that must be accomplished each year.

Oversight

The objectives established at the beginning of the project will serve as indicators of progress during the contract period and indicators of success at the end of the contract period. There will be checkpoint meetings typically every 90 days where the provider brings evidence forward to the Campus Leadership Team to report progress. The DCSI attends these meetings and afterwards will meet with the provider to discuss additional data from the provider and campus staff related to discovering barriers the district needs to address and/or discussing concerns with the services being provided. At the end of the contract period, the DCSI will meet with the provider to have an evaluation conference regarding the provider's services and if the services will be continued, modified, or ended.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring Attainment of Goals

This has been a year of transition for Big Spring ISD. Plans and procedures were somewhat delayed as the leadership of the district changed. In August 2013, an interim superintendent was hired. Six months later, he was selected by the board to become superintendent. The focus of the new superintendent included increased and transparent communication/collaboration with the community at large and improving academic success district-wide. A first step was the creation of the position of Director of School Improvement, filled in February. The director has been meeting with principals, attending Campus Leadership Team meetings, holding conferences with Professional Service Providers, and other external providers to keep a pulse on the progress that is being made. Progress is being made to establish formal processes for regular progress checks. A Director of Curriculum position was also redefined and recently filled. The director will assist in the management of the grant.

The district has continued collecting data from the three week benchmarks. This data and findings for a recent survey of staff, students, and parents will be used to revamp the process including the assessments being used.

Communications

Transparent communication and collaboration has been targeted by the new Superintendent and Director of School Improvement. The following activities were used this year to address this need:

- Parent/Community Forums were held in the fall and spring to inform all stakeholders of current and future plans for the district. The campus distributed weekly newsletters to all parents.
- Superintendent spoke at all civic organizations in the fall to introduce himself, answer any questions from the community, and present a summary of the district needs.
- Superintendent attended Howard County Group bi-monthly meetings for the purpose of collaboration with law enforcement, public officials, Howard College, and other school districts.
- A survey was recently completed by teachers, parents, and principals. The district is in process of analyzing this data to set district goals and objectives for the upcoming year.
- Principals meet as needed with day-to-day information communicated via e-mails, phone calls or campus visits.
- District Leadership Team meets quarterly to review Targeted Improvement Plan goals and objectives.
- District Coordinator for School Improvement meets with Campus Leadership Teams and PSP quarterly to review Targeted Improvement Plans.
- District Site Base Team meets three times a year.

External Monitoring

Due to the district's academic rating and PBMAS indicators, the district had a TEA monitoring visit in January 2014. The monitoring team visited with each campus principal, campus leadership team, and teachers. The team also met with District Leadership Team and individual central office administrators. The final report, has not been received to date, however the monitoring team did address the following preliminary findings at the exit visit:

- Elementary campuses working in silos
- Continuous training on Professional Learning Communities, English Language Learners, and Balanced Literacy
- Tracking of staff development courses for teachers in order for the district to stay abreast on key training needed for our diverse population
- Refined process to collect data to drive a comprehensive needs assessment at the district and campus level

The district also has a TEA assigned Monitor for its Accredited Warned Status beginning in February. He has reviewed all the Targeted Improvement Plans and attended school board meetings. He visits the district one to two times a month and is in the process of meeting with school board members, principals, district administration, and parents. The Monitor's reports are reviewed and action taken to address concerns.

Administration is focused on communication and continues to strive to excel in this area. Plans for next year include:

- Scheduled meetings with principals and directors to share data and receive job-embedded PD
- Revamped curriculum department to provide onsite support to campuses
- District will continue hosting Parent/Community Forums at least twice a year

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Efforts Related to the Project/ and Coordination of Resources

Much like many schools receiving this grant, Big Spring ISD's central office was in need of transformation to better support campuses. Since the new superintendent was named in January, there has been a major effort to build a strong team of Central Office leaders with high expectations and a sense of urgency to serve as a support for schools as they work to improve academic performance. A new Curriculum Director has been employed as well as a new Director of School Improvement. The curriculum department is being reorganized to provide more direct campus support; utilizing Instructional Specialists as content specific expertise will provide direct services to teachers on the district's campuses. Under the direction of the new superintendent and leadership team, the district is primed to continue this transformation and support campuses as they do the same.

Lead Your School was a major initiative district-wide in 2013-2014. In reviewing the pre and post data, it was clear that the program was making a difference in reforming classroom instruction. However, Washington Elementary struggled with the implementation of Lead Your School's Power Walk process and use of the Fundamental Five high yield instructional strategies. With the grant, Washington will have additional support from the Lead Your School team. This support will include job-embedded re-teaching and individual coaching on the Fundamental Five practices of effective instruction for classroom teachers.

This year the district introduced plans to enhance their elementary reading program. Because of the high need for ensuring primary grade students learn to read by third grade, the district agreed with TEA's recommendations and has implemented a balanced approach to reading. The district is looking to have this process implemented over the course of the next few years. Through this grant, Washington will receive additional job-embedded training and coaching to fully implement a reader's and writing workshop this coming year rather than wait. This, too, will benefit new teachers lacking experience teaching young kids literacy.

Commitment and Sustainability

The LEA will continue to support campuses by building capacity of the central staff to lead effective conversations around the data in PLCs, map the curriculum at the beginning of the year, design rigorous common assessments (benchmarks), and support initiatives such as Lead Your School and Balanced Literacy.

Since the district has major challenges in recruiting and retaining staff, this grant provides an opportunity to try new approaches to address this barrier to school improvement. The district will use this campus as a model and find ways to replicate their successes in keeping great teachers in Big Spring classrooms. The district also sees that this will build the capacity of current campus leaders, as well as future leaders, so that the work of school improvement will continue in Big Spring ISD.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Outcome: Increase teacher and leader effectiveness Method: Examination of documentation related to the implementation of the grant activities; participants' opinion; analysis of summative student data	1.	Process Indicator – Number of hours of follow-up guidance and assistance provided to Campus Leadership Team, Professional Learning Community Team members, and the Principal
		2.	Process Indicator – Staff attending Campus Planning Event reported an increase in their understanding of the campus data and how to use the data to improve the campus's academic performance
		3.	Outcome Indicator: Student achievement in reading and mathematics will increase and performance gap will narrow
2.	Outcome: Comprehensive reform of instructional strategies used in the classroom Method: Examination of documentation related to the implementation of the grant activities; participants' opinion; analysis of summative student data	1.	Process Indicator: Number of hours of grant-funded professional development and follow-up assistance teachers on Professional Learning teams attended/received related to learning effective classroom instructional strategies
		2.	Process Indicator: Number of new strategies observed in teachers' classrooms during PowerWalk observations
		3.	Outcome Indicator: Student achievement in reading and mathematics will increase and performance gap will narrow
3.	Outcome: Increased learning time Method: Examination of the extended day program: analysis of student data	1.	Process Indicator: Number of hours added above the normal school day and number of participating students
		2.	Outcome Indicator: Students participating in additional learning time will demonstrate an increase in attendance, grades, and academic performance.
		3.	
4.	Outcome: Create a community-oriented Campus Method: Examination of documentation related to the implementation of the grant activities; analysis of student attendance	1.	Process Indicator: Number of parent contacts made by parent liaison
		2.	Process Indicator: Number of parents using parent room, attending parent events, attending PTA
		3.	Outcome Indicator: Students' of parents participating in parent activities will have increased attendance
5.	Outcome: increased operational flexibility and sustained support from the district Method: Examination of documentation related to receipt of district services; campus staff opinions	1.	Process Indicator: Number of hours of assistance provided on campus by subject specialist and district coordinator for improving schools
		2.	Process Indicator: Principal and teachers will report an increase in level of flexibility and speed of receiving services from the district
		3.	Outcome: The district will expedite services related to implementation of grant activities and the processing of grant funded purchase orders

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The intent of this grant is to increase the entire staff's knowledge and skill in using data to drive decision making for school improvement, classroom instruction, and individual student interventions. For the purpose of evaluating the grant, the district will contract with Region XVIII to serve as the evaluator of the program to learn how to identify data that needs to be collected in order to have reliable information upon which to identify needs and measure the effectiveness of activities in the plan. It is envisioned that the first year Region XVIII will play a major role in collecting data and making it available for examination by the Campus Leadership Team on at least a monthly basis. By year three of the grant, the objective will be for the Campus Leadership team to play the primary role of program evaluation with Region XVIII still bringing the outside evaluator's opinion.

The process of collecting data will begin in August when the staff will participate in the Campus Planning Event. Region XVIII will play a large role in the training and bring forward a wide variety of data (STARR reports, DMAC reports, PowerWalk, Lead4Ward, PBMA reports, District staff attendance data, etc.) for the staff to review, of which many will be seen for the first time. During the process, the staff will be encouraged to decide what else they need to know, thus generating a list of possible additional data that would be helpful knowledge to have before making any decisions or determinations based on the one piece of data they looked at initially. This Campus Planning Event continues to roll out over several faculty meetings or workshops; it ends with the staff determining if a process/program/activity on campus is effective or is not effective and should be stopped or could be effective if adjusted in some way. Then the cycle continues, collect data to see if what you have in place after the adjustments and/or deletions have had a positive impact and make necessary adjustments again.

The Campus Leadership Team will have primary responsibility for continuing a comprehensive view of the improvement plans of the campus and continuing this on-going cycle of monitoring and modifying based on evidence. The plan is for the CLT to meet each month so that too much time doesn't pass before the campus discovers a problem that needs to be addressed OR finds out a great thing is happening as a by-product of a planned event. The entire campus will be engaged in more defined areas of the Professional Learning Team's work with data twice a month. The entire staff will participate in Campus Planning Event annually and participate in follow-up sessions at least 3 times a year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	A. Provide job-embedded support to k-2 self-contained teachers and reading teachers in grades 3-5 on using a balanced literacy approach and the vocabulary development process to assist students lacking a strong command of the English language.	K-2 09/14 3-5 01/15	05/17
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Staff, including retired teachers helping on the campus, will work with Lead Your School through job-embedded PD on how to interpret data gleaned from the district's benchmarks as well as other formative assessments.	2-5 10/14 K-2 1/15	11/16
			B. Staff will receive ongoing support on implementation of Jensen's <i>Brain Based Learning: Teaching Kids in Poverty and Engagement</i> .	11/14	11/17
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	A. Leaders will attend additional trainings from the Lead4Ward group to impact local data analysis, previous STAAR data, and focus standards to plan deliberately for intervention that supports all students.	10/14	06/17
			B. Lead Your School will continue to coach and train leaders to refine the monitoring and data collection processes to improve reflective conversations with campus staff.	12/15	01/17
			C. Campus teams will participate in Professional Learning Communities to analyze student formative assessment data to determine reteach and interventions.	08/14	06/17
			D. Campus Leadership Teams will meet regularly to ensure the grade level/content area's scope and sequence is in line with the established curriculum maps developed at the beginning of the year with Lead Your School.	08/14	06/17
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Conduct annual Campus Planning Events focused on working together as a team to conduct a needs assessment that will in turn drive the revision of the campus improvement plan.	8/14 8/15 8/16	06/17
			B. The campus will receive on-going, job-embedded PD on using formative assessments tied to the scope and sequence to drive instruction.	3-5 10/14 K-2 1/15	01/17
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>The Campus will keep its current principal as he was hired in August of 2013 and has made gains with both a new staff and new group of students.</i>	08/14	06/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates, and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the state administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the state's assessment under section 1111(b)(3) of the ESEA. A state may also include other measures that are rigorous and comparable across classrooms.	A. The campus will implement the new principal evaluation system using the new state standards which will include a self-reflection at the beginning and end of the year.	Plan 01/14 Pilot 09/15 Implement 08/16	07/17
			B. Leaders will work with Lead Your School to interpret data gleaned from the system and how to problem solve and coach staff based on identified trends.	10/14	05/17
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. The campus will form a committee to design a reward/incentive program to give "Stay at Washington" and attendance rewards to staff, and leadership stipends for assuming major roles related to grant initiatives.	Plan 11/14 Pilot 11/15 Implement 11/16	06/17
			B. The campus will design a process to award leaders for making annual gains in student achievement.	Plan 11/14 Pilot 11/15 Implement 11/16	06/17
			C. The campus will develop incentive programs for leaders to pursue new or advanced certifications/degrees and attend additional professional development opportunities to further improve their content and/or instructional skills.	Plan 11/14 Pilot 11/15 Implement 11/16	06/17
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. To strengthen support for teachers and the grant initiatives at the campus level, a third instructional leader will be added. to monitor the implementation of reform strategies in the classroom, coach teachers as they practice use of high-yield instructional strategies, and work with the Campus Leadership Team in the collection of quality data upon which decisions will be made.	08/14	06/17
			B. Each campus leader will have a leadership coach who will serve as a thinking partner, mentor, and point of contact.	Group 1 11/14 Group 2 11/15 Group 3 11/16	06/17
			C. Campus leaders will participate in Transforming Classroom Project book study in an effort to improve skills in understanding high yield instructional strategies and coaching teachers through the process of adopting new ways to teach school.	Group 1 10/15 Group 2 11/16	05/17

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			D. The LEA will provide operational flexibility to the campus regarding invoice requests, transportation needs, hiring practices and stipends for staff to work additional time after school hours or on Sat.	08/14	06/17
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County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year).	A. The campus will institute a Jump Start program for students in grades k-4 that will be conducted for two weeks in August before school starts to prepare students for the next grade level.	Plan 01/15 Implement 08/15	08/16
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. The campus will provide an extended day program to ensure students have adequate opportunities for enrichment and academic improvement. The campus will research bringing Communities in Schools to the campus as a way to expand the opportunities for students to benefit even more from the increased learning time.	Plan 01/15 Implement 10/15	01/17
			B.		
			C.		
		3. Provide additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. The campus will have an afterschool enrichment program open to all students with a special effort to expand offerings in fine arts, language development, STEM, and other accelerated programs that will engage all students.	Plan 01/15 Implement 10/15	01/17
			B.		

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			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. The campus will continue to use Professional Learning Communities to discuss student work, student data, and more to drive instruction in the classroom. Additional training on implementing an effective PLC process will be achieved through this grant.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement.	A. The campus will hire a parent liaison to work closely with parents and families on six types of parent/family engagement based on research conducted by John Hopkins University. These strategies include: parenting skills, communicating effectively, volunteering, learning at home, and decision making.	Plan 09/14 Implement 01/15	06/17
			B. The campus will have resource and reference materials, including books and games, that will be available for parents and families to check out from a parent library.	Plan 09/14 Implement 01/15	06/17
			C. The campus will send select staff and parents to an annual Parent Involvement Conference hosted by the Title I Statewide School Support and Family & Community Engagement Initiative housed Parent Involvement Initiative housed at Region 16 every year around the state. This will provide an opportunity to hear from national experts in this field.	09/14	09/16
			D.		

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			E.		
		2. Provide ongoing mechanisms for community engagement.	A. The campus will collaborate with a local college to expand continuing education opportunities for parents/staff and community members.		
			B. The campus will enlist the help of local businesses in sharing/providing services and assistance to families.		
			C. The campus will send a community member to the annual Parent Involvement Conference hosted by the Title I Statewide School Support and Family & Community Engagement Initiative housed Parent Involvement Initiative housed at Region 16 every year around the state.		
			D.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. The campus will collaborate with the LEA and ESC Region 18 to conduct a safety audit. This collective effort will include a school safety survey and staff development in areas such as bully prevention, school safety and climate, cyber safety and prevention, emergency operations planning and more.	Plan 06/15 Implement 11/15	12/15
			B. Staff will receive job-embedded follow up training and coaching with Positive Behavior Intervention Systems.	01/15	06/17
			C. The campus will conduct a yearly campus planning event that will include team building activities designed to unite the staff and ensure new hires feel welcome and have a clear understanding of the "Washington Way" and grant expectations.	08/14 08/15 08/16	06/17
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates. Evaluation systems are designed and developed with teacher and principal involvement.</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the state administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the state's assessment under section 1111(b)(3) of the ESEA. A state may also include other measures that are rigorous and comparable across classrooms.</p>	A. The campus will implement the new teacher evaluation system using the new state standards that will include a self-reflection to be done at the beginning and end of the year.	Plan 11/14 Pilot 09/15 Implement 08/16	06/17
			B. Teachers will have opportunities to visit other classrooms and schools successful in implementing PLCs and balanced literacy programs.	02/14	01/17
			C. Teachers will work with Lead Your School through job-embedded PD on how to interpret data gleaned from the data system and how to problem solve identified trends.	12/15	02/17
			D.		
			E.		
			F.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. The campus will develop incentive programs for teacher's to pursue new or advanced certifications/degrees and attend additional professional development opportunities to further improve their content and/or instructional skills.	Plan 11/14 Implement 08/15	06/17
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. The campus will hire retired/master teachers to serve as mentor teachers to new staff in their first or second year of teaching and to staff new to the district, as needed.	09/14	05/17
			B. The staff will receive on-going job-embedded PD support from Eric Jensen's team on engaging the brains of student's from poverty.	02/15	02/17
			C. The campus will participate in job-embedded PD for implementing a balanced approach to teaching reading and writing.	K-2 09/14 3-5 01/15	05/17
			D. The campus will receive on going, job-embedded support on vocabulary development strategies to meet the needs of all students on the campus.	K-2 09/14 3-5 01/15	05/17
			E.		
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. The campus will develop incentive strategies for TTIPS teachers to receive sign on bonuses for working on the campus in an effort to attract and retain quality teachers.	Plan 11/14 Pilot 09/15 Implement 01/16	06/17
			B. The campus will develop incentive strategies for TTIPS teachers to serve in leadership roles related to grant initiatives.	Plan 11/14 Pilot 09/15 Implement 01/16	06/17
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year).	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff, and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of student. Select new staff.	E.		
			F.		
			G.		
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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 114901			Amendment # (for amendments only):	
Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In January, the new Superintendent of Big Springs ISD was named by the Board of Trustees. One of his first actions was to begin the process of strengthening the capacity of the central office to support the district's campuses through the process of school improvement. The position of Director of School Improvement was created and hired in February. The new director has a strong background of work with schools in need of improvement including several years at the School Improvement Resource Center (SIRC), now the Texas Center for District and School Support (TCDSS) housed at Education Service Center Region 13.

The next step taken by the district was to develop a list of immediate short-term, and long term goals focused on raising academic performance across the district. With a renewed focus on the district's commitment to the school turnaround principles of systemic change, the district leadership agreed that providing operational flexibility to its priority campuses was a must. Secondly, additional resources would need to attract highly qualified curriculum and instruction professionals to provide the help campuses need.

To that end, the district created the position of Curriculum Director and recently filled the position. Additional curriculum team members were hired to work in the areas of English Language Arts, Reading (ELAR), and math. In addition to the central office curriculum team, three instructional support specialists, were hired to support classroom teachers. To facilitate frequent and immediate access to these specialists, the district decided to locate them on the three Priority school campuses.

Support for Campuses to Implement the Transformation Model

After reviewing the needs of the district's Priority schools and the grant resources offered by the Texas Title I Priority Schools grant, it was decided to accept the challenge of supporting Washington Elementary in applying for the grant. This district sees the grant first and foremost as a great opportunity to bring a wealth of resources to help rapidly transform the academic performance of the children at Washington Elementary. Second, the district sees the grant as a way to learn how to successfully implement the components of transformation and replicate it for other district campuses that are in need.

The District Leadership team has discussed the opportunities and considerations, both academically and financially, should the grant be awarded. The team concluded the changes that had been made in the 2013-14 year to reorganize the district's central services were substantial enough to support the grant efforts both during the grant and after the grant ends. Financially, the district determined it could maintain the components of the grant with local or other grant funds. The district team eagerly took on the challenge of applying for the grant and the challenge of supporting the transformation of Washington Elementary. Once this decision to apply for the grant was made, various other groups within the district met to review the specific grant requirements and campus level data/needs to determine next steps and priorities. The principal met with the campus leadership team to discuss the possibilities.

The district determined the need to meet with regularity throughout the year with all stakeholders to ensure expectations from all are met should the campus win. The campus and the DCSI will meet regularly with the principal and campus leadership teams to review data and discuss the quarterly improvement reports to ensure all parties are on track to success. The PSPs will be involved in these meetings and will help in the planning and training for the Campus Planning Event and will attend any required trainings associated with the grant to support the effort.

The Director of School Improvement and the curriculum staff will also have scheduled meetings to support and monitor the prioritized needs of the campus listed in the grant.

The campus will develop teams to support the work of the grant. This will build the capacity of the staff members as they develop critical components for the grant such as incentives for improved scores, improved attendance and more. Careful oversight will be provided throughout the grant process to ensure it will be implemented with fidelity. The students at Washington deserve the best.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 114901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 114901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 114901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: